

Available online at www.sciencedirect.com**ScienceDirect**

Procedia - Social and Behavioral Sciences 116 (2014) 557 – 562

Procedia
Social and Behavioral Sciences5th World Conference on Educational Sciences - WCES 2013

Teacher Work Motivation Context of In-Service Education Changes

Dragana Bjekić^a*, Milica Vučetić^b, Lidija Zlatić^c^a*Faculty of technical sciences Čačak – University of Kragujevac, 65 Svetog Save, Čačak 32000, Serbia*^b*Faculty of technical sciences Čačak – University of Kragujevac, 65 Svetog Save, Čačak 32000, Serbia*^c*Faculty of teacher education Užice – University of Kragujevac, 36 Svetog Save Squer, Užice 31000, Serbia*

Abstract

The teaching process is determined by teachers' work motivation. This motivation consists of two domains: general work motivation, and special teaching motivation. Teachers' motivation in different educational contexts is compared. It is investigated by the Work Motivation Scale which has been used in five researchers between 1992 and 2012 (641 teachers). During this period, teachers' in-service education in Serbia changed from non-obligatory to obligatory. In this context, teachers' work motivation is partially changed as, in part, the importance of social collegial support and professional respect is decreasing and possibilities for professional advancement are increasing. The modification of the social and educational framework is correlated with strengthening teachers' motivation.

© 2013 The Authors. Published by Elsevier Ltd. Open access under [CC BY-NC-ND license](http://creativecommons.org/licenses/by-nc-nd/4.0/).

Selection and/or peer-review under responsibility of Academic World Education and Research Center.

Keywords: Teacher, in-service education, job satisfaction, work motivation, teaching motivation.

1. Introduction

Increasing the quality of the education system is based on a reform concept where teacher education, especially in-service education, is one of the fundamental factors. What are the effects of the global and local educational context and teacher education policy on teachers' work and work motivation?

Teachers' professional action is a system of complex activities. Their effectiveness is based on the achieved level of professional competence. Teachers' competence is the system of knowledge, skills, personal characteristics, abilities, and motivational dispositions which provide the effective realization of teaching. Pantić and Wubbels (2010) identified four components underlying teachers' perceptions of competencies relating to (a) values and child-rearing; (b) an understanding of the education system and contribution to its development; (c) subject knowledge, pedagogy, and curriculum; and (d) self-evaluation and professional development. According to the teacher's continual professional development, their improvement means the development of three fundamental professional competencies: education competencies, programmed-subject competencies, and communication competencies (Bjekić & Zlatić, 2010). Teachers' activities and teaching processes are determined by teachers' work motivation.

* Corresponding author: Dragana Bjekić, Tel.: +381-64-381-9-011

E-mail address: dragana.bjekic@ftn.kg.ac.rs

Nevertheless, although teachers' professional development is an important topic in journals of teacher education and development (for example, in *Teaching and Teacher Education*, according to Avalos, 2011), teachers' motivation is a field that is rarely investigated.

1.1. Teachers' activities and motivation

In the domain of teachers' competence and professional development, motivational dispositions are of great importance. Work motivation and job satisfaction are moderating factors of the teaching process, as well as teaching social interaction, professional self-actualization, and professional development. Furthermore, Gokce (2010) presents results of research which confirmed that motivation levels, rather than teachers' professional competence, play the more important role in student learning. According to Bishay (1996), research shows that improvement in teachers' motivation has benefits for students as well as teachers (for example, teachers with strong positive attitudes about teaching had students whose self-esteem was high). He determined job responsibility, social norms, different school subjects, etc. as factors of motivation and job satisfaction. Low levels of teachers' motivation have a negative effect on students' achievement. Some motivational sources for teachers include feeling safe in school, the success of students, enjoying their job, high self-esteem, thinking they have a respectable status in society, obtaining good inspection results, self-realization, a positive climate in school, cooperation, positive relations and solidarity with colleagues, the perception of themselves as competent in their field, self-worth and self-respect, a good school ranking, recognition of their value effective communication with school members, adequate pay, and support (Kocabas, 2009).

1.2. In-service teacher education – context and policy

Both high quality teacher education and high quality teaching directly correspond to student achievement. New roles in the teaching process have been derived from the concept of a 'knowledge society' at all educational levels. During the previous two decades, changes to teachers' roles have been widely and frequently discussed (Morel et al., 2003: 184). Currently, the notion of teacher education as an autonomous science and independent educational field forms an important part of the aforementioned concept. What are the reasons and incentives among teachers to participate in the in-service education courses? Do teachers choose in-service education courses based on their own needs and expectations, or based on the professional obligations or offers? Correlations between teachers' motivation and readiness for innovations are determined by some personal characteristics (Mitić, 1999).

Teacher educational policy in Europe is changed continually and, consequently, national teacher educational policy undergoes continual change. Over the last twenty years, four cycles of teachers' in-service education were recognized in Serbia

1. Period A – period before 1994: Teachers' in-service education was not mandatory. They could attend lectures, seminars, and monitoring, etc. periodically. The quality of teachers' work was monitored by the Agency for education, which was developed on the local/regional level. Furthermore, there was no system of teacher improvement and promotion (teacher education policy A, typical year 1992).
2. Period B - from 1994 to 2001: Teachers' in-service education was not mandatory, however the research on teacher development increased and the concept of teachers' professional development influenced voluntary activities and workshops. Again, no system of teacher improvement and promotion existed (teacher education policy B, typical year 1997). As the first step toward the system of teachers' in-service education, the Ministry of Education accredited teachers' in-service educational programmed in 2001.
3. Period C - from 2002 to 2009: Teachers' in-service education was mandatory. The National Agency for the Improvement of Education accredited in-service programmed in which the creators of programmed were university teachers, trainers in the field of education, representatives of National agency for education, specialized trainers from nongovernment organizations, international associations, and representatives of international funds. Teachers were obliged to collect at least 100 hours in accredited programmed for 5

years. The system of teacher improvement and promotion was developing (teacher education policy D, typical year 2007).

4. Period D - from 2010 to 2012: Teachers' in-service education was mandatory. The National Agency for the Improvement of Education accredited in-service programmed and innovation encouraged teachers to develop their programmed and horizontal (peer support) participation and evaluation (teacher educational policy D, typical year 2012). The professional development system that is presently in Serbia includes the following accredited forms of teachers' professional development: (a) professional development programmed that are conducted through training; (b) accredited programmed for lifelong learning organized by higher education institutions; (c) professional assembly (congress, assemblies, meetings and days, conference, consultation, symposium, round table, tribune); (d) summer schools and winter schools; and (e) professional visits. Professional development is a mandatory activity for teachers, determined by pedagogical norms within a 40-hour working week. Teachers' professional development plan is an integral part of the annual work strategy of the institution. At the annual level, a teacher with a full-time job has 68 hours for various types of professional training (24 hours of paid leave of absence for accredited forms of professional development, and 44 hours in-service education as a part of school developmental activities). The teacher is obliged to collect at least 120 points within a 5 year period in order to keep him/her teaching licence.

2. Research method

2.1. The purpose of the research and variables

The research problem deals with the relationship between teachers' motivation, and changes of their work motivation and policy of in-service education in one developing transition country (Serbia).

The following variables are used:

1. Teachers' work motivation consists of:
 - 1.1. Teachers' general work motivation (motivation domains presented in different types of work and activities) is the process of arousing actions, reinforcing activities, and regulating complex work processes (on the scale from 37 to 185 points). Six factors include collegial support and professional respect - social motivation factor (from 6 to 30 points), relationship with the supervisors (4 to 20 points), intrinsic motivation (4 to 20 points), job responsibilities (4 to 20 points), possibility of personal and professional development - learning chances (5 to 25 points), and job security and clear work expectations (3 to 15 points) (Petrović, 1992; Sylvia & Hutchison, 1985);
 - 1.2. Teachers' motivation to teach (or teacher's teaching motivation) is the process of arousing, reinforcing and regulating teaching activities and a relationship with students, and interpersonal teacher-student communication in the process of curricula realization (the score in the scale is between 10 to 50 points).
2. Teachers' in-service education context and policy – A, B, C and D (described in section 1.2).

2.2. Instruments and procedures

Method. A cross-sectional research design was applied. Teachers' work motivation in different in-service education contexts was investigated by the Teachers' Work Motivation Scale used in four empirical investigations between 1992 and 2012. The research instruments comprised of two motivation scales: (a) a teaching motivation scale that consists of ten items about satisfaction or dissatisfaction in work with students; and (b) the Scale of Work Motivation (Sylvia & Hutchison, 1985, adapted in Petrović, 1992, 1997; Mitić, 1999) which is a measure of teachers' general work motivation.

Participants. The sample consisted of 641 teachers who participated in four empirical researches conducted between 1992 and 2012.

Analysis: The statistical procedures in the four empirical researches involved descriptive statistics and correlation analysis. The integrative method of analysis was meta-analysis.

3. Results and discussion

The teaching process is determined by teachers' work motivation. However, teacher motivation varies. A description of teachers' motivation in Serbia in five different concepts of teachers' in-service education and advancement from 1992 to 2012 is presented, below (table 1).

Teachers' motivation and teachers' in-service education policy A: By applying the same instrument with Serbian teachers in the study of the work motivation and self-assessment of teachers' effectiveness, Petrović (1992) confirmed the same six factors of teachers' motivation as Sylvia and Hutchison (1985). Work motivation and effectiveness were analyzed by 106 secondary school teachers in Serbia. This study suggested a positive correlation between teachers' motivation and effectiveness, assessed by self-assessment scales.

Teachers' motivation and teacher in-service education policy B: There are two relevant researches in this period (Bjekić, 1999, Mitić, 1999). Personality characteristics were considered as dynamical aspects. Teacher's motivation (work motivation in general, and teaching motivation for work with students in particular), self-actualization, and value orientations were determined. Results indicated a high and statistically significant correlation between the motivation for teaching and general work motivation ($r=0.60$, $p<0.01$), however teaching motivation was higher than general work motivation (Figure 1).

Teachers' motivation and teacher in-service education policy C: At the end of 2007, we conducted research into teachers' work motivation (teaching motivation and general work motivation) and their attitudes to innovation. The sample for the research in 2007 consisted of 369 teachers. The research was carried out in four schools for compulsory education and four secondary schools in Serbia. These teachers participated in several in-service education programmed (M=80 hours per teacher, from 0 hours to 340 hours) from 2003 to 2007. The teachers' teaching motivation was high and their general work motivation was moderately high. Furthermore, job responsibilities were the highest motivation factor. In 2007, the correlation between teaching motivation and work motivation was very high ($r=0.61$, $p<0.01$), but teachers demonstrated a higher level of teaching motivation than general work motivation (Figure 1).

Teachers' motivation and teacher in-service education policy D: The latest research in Serbia was conducted in May 2012. The sample for the research in 2012 consisted of 46 teachers. Results showed a very high and statistically significant correlation between motivation for teaching and general work motivation ($r=0.71$, $p<0.01$). Teachers assessed that their motivation for teaching was higher than general work motivation. The results also illustrated that two dominant factors included the opportunities for learning and development and job responsibilities, while intrinsic motivation was considered the weakest motivation factor.

Table 1. Teachers' motivation from 1992 to 2012

Teachers' motivation	Min	max	A	B	C	D
Teaching motivation	10	50	40.18	45.32	41.07	39.67
Work motivation	37	185	135.46	136.66	141.61	133.09
Social motivation factor	6	30	22.94	22.86	23.43	22.26
Relationship to superior	4	20	14.80	15.00	15.75	14.20
Intrinsic work motivation	4	20	15.66	15.54	14.63	13.70
Job responsibility	4	20	16.11	16.60	16.73	15.35
Learning and developmental chances	5	25	18.15	18.10	19.47	19.30
Job security	3	15	11.96	11.80	11.87	10.87
N	641		106	120	369	46

During the period investigated, teachers' in-service education in Serbia changed from non-obligatory to obligatory. In this context, teachers' work motivation and job satisfaction are partially changed: intrinsic motivation and job security as motivational factors are decreasing, but possibilities for learning and professional improvement are increasing. The highest level of motivation for learning is in the newest educational policy context – teachers

have wide range of in-service education programmed and activities and they can make very diverse selection (type D of teachers' in-service education policy). The lowest level of work motivation for learning was in the period from 1992 to 1997 as in-service teacher education policy provided little opportunities for learning and professional promotion. Corresponding with previous research, intrinsic teacher motivation is lower than extrinsic teacher motivation. Extrinsic motives – economic and career growth opportunities – dominate the hierarchy of motivation to work among secondary school teachers in Latvia. Conversely, positive intrinsic motives occupy low positions in the motivational hierarchy which means that the stimulation of professional fulfillment in one's chosen profession is suppressed (Dombrovskis et al., 2011).

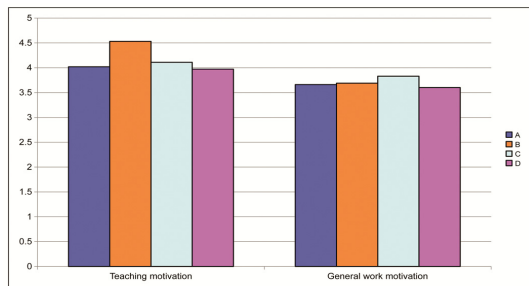


Figure 1. Teacher's teaching and work motivation 1992-2012

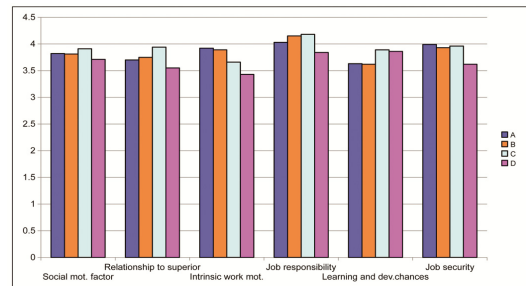


Figure 2. Components of teachers' work motivation 1992-2012

The results indicated some differences in teachers' teaching motivation between teachers in different professional environments and teachers' in-service educational policy. However, there were no differences in teachers' general work motivation in different in-service education policies.

4. Conclusion

Teachers' work motivation has partially changed in the past twenty years in different in-service education policies. In-service teacher education in Serbia has changed from non-obligatory to obligatory. In addition, the change in social and educational framework and development of the system of in-service teacher education are both correlated with strengthening some aspects of the motivation of teachers in Serbia: the possibilities for learning and professional improvement are increased significantly.

Acknowledgements

The paper is a part of the research project OI 179026, which is supported by the Ministry of Education, Science, and Technology Development of the Republic of Serbia.

References

- Avalos, B. (2011). Teacher professional development in teaching and teacher education over ten years. *Teaching and Teacher Education*, 27(1), 10-20.
- Bishay, A. (1996). Teacher motivation and job satisfaction: A study employing the experience sampling Method. *Journal of Undergraduated Sciences*, 3, 147-154.
- Bjekić, D. (1999). *Teachers' Professional Development*. Užice – Serbia: Faculty of teacher education.
- Bjekić, D., & Zlatić, L. (2010). Teacher education and training system in Serbia. In K.G. Karras & C.C Wolhuter (Eds.), *International handbook on teacher education worldwide: Training, issues and challenges for teachers profession* (pp. 474-494). Athens: Atropos Edition.
- Dombrovskis, V., Guseva, S., & Murasovs, V. (2011). Motivacion to Work and the Syndorme of Professional Burn-out among Teacherd in Latvia, *Procedia Social and Behavioral Sciences*, 29(2011), 98-106.
- Gokce, F. (2010). Assessment of teacher motivation. *School Leadership and Management*, 30(5), 487-499.
- Kocabas, I. (2009). The effects of sources of motivation on teachers' motivation levels. *Education*, 129(4), 724-733.
- Mitić, V. (1999). *Psychological factors of acceptance innovations in teaching*. Novi Sad . Srbija: Budućnost.
- Pantić, N. & Wubbels, T. (2010). Teacher competencies as a basis for teacher education – Views of Serbian teachers and teacher educators. *Teaching and Teacher Education*, 26(3), 694-703.

- Petrović, D. (1992). Work motivation and effectiveness of secondary school teachers. *Psihologija*, 25(1-2), 145-160.
- Petrović, D. (1997). Teachers' dynamic personality characteristics and teaching effectiveness. *Psihologija*, 30(1-2), 93-110.
- Sylvia, R. D. & Hutchison, T. (1985). What makes Ms. Johnson teach? A study of teacher motivation. *Human Relations*, 38(9), 841-856.
- Watt, H. & Richardson, P. W. (2008). Motivation for teaching. *Learning and Instruction*, 18(5), 408-428.